

Reading guide: Alegre & Gordon (1999), day 1 (pp 41-47)

Alegre, Maria, and Peter Gordon. 1999. Frequency effects and the representational status of regular inflections. *Journal of Memory and Language* 40: 41-61.

For Wednesday's class discussion, read through the end of Experiment 1 on p 47. Focus on understanding the theoretical issues that are raised in the introduction section, and understanding how those theoretical issues are related to the design of the experiment.

- (1) [not for RR — but make sure you can answer this question!] What are the two meanings of “dual model” that are being examined in this paper?
 - (2) How do frequency effects provide a test for Pinker's dual-route model?
 - (a) Explain why items with different frequencies are predicted by this model to behave differently.
 - (b) Explain what kind of experimental results would provide evidence for and against this model.
 - (3) How do frequency effects provide a test for the lexical-access type of dual-route model?
 - (a) Explain why items with different frequencies are predicted by this model to behave differently.
 - (b) Explain what kind of experimental results would provide evidence for and against this model.
 - (4) Explain the difference between *stem-cluster frequency* and *whole-word frequency*, and explain what predictions are made by the Bybee model based on these two types of frequency.
 - (5) Explain the experiment design for Experiment 1.
 - (a) What are the experimental items like? That is, what properties are held consistent across all items, and what properties are being manipulated for comparison?
 - (b) Are there distractor items, and if so, why?
 - (c) What is the task? That is, what are participants asked to do in this experiment?
 - (d) What conceptual question(s) is Experiment 1 designed to test experimentally? How does this fit into the discussion in the Introduction? Will the results of Experiment 1 distinguish among any of the three models under consideration?
- We will discuss the Results section for Experiment 1, and how to read and interpret the statistical results, in class.